



CURRICULUM OVERVIEW – English

	SPRING TERM		
	Speaking & Listening	Reading	Writing
EYFS	<p>Speaking:</p> <ul style="list-style-type: none"> • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Develop their pronunciation. • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: 	<p>Word reading:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother • Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. <p>Comprehension:</p> <ul style="list-style-type: none"> • Engage in extended conversations about stories ,learning new vocabulary. 	<ul style="list-style-type: none"> • Write some letters accurately. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name.

Wise Owl says 'Laugh, Listen, Learn'

	<ul style="list-style-type: none"> • "Let's go on a bus... you sit here... I'll be the driver." <p>Listening:</p> <ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. 		
<p>Year 1</p>	<p>Speaking:</p> <ul style="list-style-type: none"> • Retell a story or incident in which events are clearly ordered. • Read aloud clearly and use some intonation for effect. <p>Listening:</p> <ul style="list-style-type: none"> • Listen and follow instructions accurately, asking for help or clarification if necessary. • Listen to other pupils during group work. 	<p>Word Reading</p> <ul style="list-style-type: none"> • Can use all GPCs (Grapheme-Phonic-Correspondence) from phase 5a of letters and sounds to decode unknown words. • Read ½ of 'decodable' and 'tricky' high frequency words from phase 5 of letters and sounds. • Read words with -ing and -ed endings. • Read words with 2 syllables with known GPCs. • Read some words with contractions [for example, I'm, I'll, we'll]. • Recognise a wider range of words including tricky words and knows that decoding is not needed. • Read out loud taking into account full stops. <p>Comprehension:</p> <ul style="list-style-type: none"> • Can retell known stories in simple form; saying what happened. 	<p>Composition:</p> <ul style="list-style-type: none"> • I can compose a sentence orally. • I can write down my sentence with some help. • I can read back what I have written out loud. <p>Transcription/Spelling:</p> <ul style="list-style-type: none"> • I can spell words using the sounds I have learnt so far (40 sounds+ by end of Year 1). • I use letter names when I am explaining how to spell (not sounds). • I add an 's' when I am writing a plural. • I can say words correctly when adding endings -er and -est and spell these endings. • I apply the spelling rules I have learnt so far in my sentences. <p>Handwriting:</p> <ul style="list-style-type: none"> • I am beginning to correctly form all capital letters.

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		<ul style="list-style-type: none"> • Answer simple questions about a characters or events in a story by finding the answer in what they have read. • Retrieve facts from an information text to answer simple retrieval questions. <i>How many legs does a spider have?</i> • Make simple inferences/predictions based on the title, blurb, or their own experiences. <i>I think this will be a funny book.</i> • Make simple inferences about characters. <i>i.e. good or bad.</i> • Recite a repeated phrase or simple rhyme by heart. • Can identify more complex vocabulary (wow words) and ask for meaning to be explained. • Give some opinions about the events or characters in a story with examples (likes/dislikes). 	<ul style="list-style-type: none"> • I can correctly form most lower case letters. • I can form numbers 0-9 – sometimes reversing some digits. <p>Grammar/Punctuation:</p> <ul style="list-style-type: none"> • I leave spaces between the words I write in a sentence. • I use a capital letter for my own name and other names in my writing. • I am beginning to put a full stop and capital letter to distinguish my sentences. • I understand and use the words: Sentence, full stop, punctuation.
<p>Year 2</p>	<p>Speaking:</p> <ul style="list-style-type: none"> • Use emphasis, story language and interesting vocabulary when telling stories. <p>Listening:</p> <ul style="list-style-type: none"> • Comment constructively after listening. • Reach agreement in a group. 	<p>Word reading:</p> <ul style="list-style-type: none"> • Is developing more automaticity in decoding a wider range of words (may still be disjointed with multiple syllable words). • Read words with suffixes <i>ness, -ment</i>. • Use knowledge of alternative sounds for graphemes when reading words (sometimes may choose wrong sound). 	<p>Composition:</p> <ul style="list-style-type: none"> • I can write a story with a clear beginning, middle and end. • I can write a short section of linked facts in sentences. • I can write a poem based on an example I have heard. • I can say what the audience and purpose are for my writing. (<i>who it's for, why I'm writing</i>).

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		<ul style="list-style-type: none"> • Reads a wider range of words they have encountered before without decoding. • Splits words into their syllables to help with decoding longer words. • Reads all words from approx. 2/3 of the Year 2 common exception word list. • Reads aloud with more expression and fluency (hesitating less frequently). <p>Comprehension:</p> <ul style="list-style-type: none"> • Can recite poems by heart using some expression and intonation to add interest. • Automatically self corrects reading realising when it doesn't make sense. • Can give more detail from the text when answering retrieval questions. (beyond one word). • Can retell common traditional and fairy tales with more detail. • Can make a simple prediction about what will happen next based on what they have read so far with less reliance on adult guidance. (<i>I think they will have a party because they are good friends</i>). • Can infer meaning based on what a character has said or done but may need support for identifying how they know this. 	<ul style="list-style-type: none"> • I can make a simple plan to show what I am going to write. (<i>i.e. text map, boxing up</i>). • I write down my ideas one sentence at a time. • I can say what I have done well and what I need to improve next time in my writing. • I can write in the correct tense all the way through my writing. • I can spot where I have made some mistakes (<i>i.e. missing word endings, missing words</i>) and change them. • I can read my writing aloud with some expression. <p>Transcription/Spelling:</p> <ul style="list-style-type: none"> • I can spot a phoneme where I know more than one grapheme and make a best bet guess. • I can correctly spell over half of the common exception words for Year 2. • I can spell more complex homophones correctly including <i>hear/here bare/bear quiet/quite one/won</i>. • I can spell more complex contractions <i>i.e. couldn't, wouldn't, they'll, don't, can't</i>. • I can use the word endings -ful -ness correctly. • I can correctly apply approximately 2/3 of the Year 2 spelling rules.
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		<ul style="list-style-type: none">• Can explain the order of events in a story including how they are linked <i>first...then... because...</i>• Can explain how items of information are linked.• Can give a simple definition of words they have read. (<i>i.e. words they have not asked for clarification</i>).• Begins to say why they like certain words or phrases. (<i>I like it because it sounds exciting</i>).	<p>Grammar/Punctuation:</p> <ul style="list-style-type: none">• I can use question marks and exclamation marks correctly.• I can write sentences which are commands (<i>imperative form</i>).• I can use 'or', 'but', 'so' in my sentences.• I can begin to use adjectives and adverbs in my writing <p>Handwriting:</p> <ul style="list-style-type: none">• I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.
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